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ABSTRACT

This training manual is designed to prepare program specialists to act as members of visiting teams whose task it is to evaluate college teacher education programs. The responsibility of the program specialist is to verify the accuracy of the self-study reports provided by the individual colleges, as well as to assess the college's teacher education curriculum. A simulated situation containing fictionalized self-study materials but authentic evaluation forms (required by the Department of Education) is presented. The status of the colleges program is based on application of criteria contained in "Standards for the Approval of Teacher Education Programs for Alaska." This training package highlights the activity of the program specialist prior to arrival on campus, and emphasizes the procedures implemented during an on-site review. (JD)

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TRAINING MANUAL
ON-SITE EVALUATION OF
TEACHER EDUCATION
PROGRAMS

Prepared by the

Alaska State Department of Education

Marshall L. Lind, Commissioner of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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About

This

Training Package

You will find in your training package, 1. Simulation of an on campus visit somewhere in Alaska. The purpose of the simulation is to prepare you for on-sites evaluation to review Teacher Education Programs in Alaska Universities and Colleges.

The Standards referred to in the training package are the standards developed by: NASDTEC

This In-Service is designed to assist Alaskan Education in planning, conducting and evaluating Teacher Education Programs in Alaska. In other words In-Service training should fit local situations and meet local needs. We hope the materials provided in this training package may be helpful in meeting these needs.

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WORKSHOP EVALUATION

SCENARIO October 30, 1979

During this training session you will be assuming the role of a program specialist* whose task is to examine a comprehensive set of simulated teacher preparation information prepared by Billiken State College: A program specialist role is one of many other roles which comprises a Visiting Team.* The Visiting Team's tasks are to read State self-study materials and to make preliminary assessments of the total teacher education program before arriving on campus and to verify the accuracy of the self-study in operation during an on-site review. Your singular role of program specialist is but one of many roles which will be played out during the visit to Billiken College. However, in this simulated on-site review of Billiken State College your task focuses on the verification of Billiken's self-study material in regards to Teacher Education.

While the self-study materials are fictionalized, the format in which the materials are presented is real. The various forms required by the Department of Education are authentic also. The Department of Education coordinates an on-site review in cooperation with selected colleges and universities officials, but during this training session the campus visit is observed and processed via the role of a program specialist reviewing Billiken College's elementary education program.

Each section of the training materials which follows was designed to highlight the activity of a program specialist before arriving on campus and to emphasize the procedures implemented during an on-site review. The end product of the on-site review is a written report which documents the findings of the program specialists in relation to criteria found in the Standards for the Approval of Teacher Education Programs in Alaska. These standards will be the basis on which the program specialist (you) will decide the status of Billiken State College's elementary education program.

The facilitator of this training session will assume the role of Visiting Team Chairman.* During the training session the Visiting Team Chairman is in close contact with you on an individual basis as well as large group basis. The real world of an actual on-site review requires a great deal more independence on your part, thus the basic assumption of this training design and the materials which follow is that a greater awareness of the individual specialist role and the task of the visiting committee will evolve from this experience. An additional expected outcome is that your data collection and reporting will be improved as a result of the next few hours on the campus of Billiken State College.

*These titles and other phrases are defined and illustrated during the training sessions.

BEGIN SIMULATION: ORIENTATION

At the end of this Section of the training program you will be able to:

1. verbally define the basic terminology associated with the approved program approach.
2. list the basic purpose of the on-site review.
3. differentiate between the roles of program specialist, visiting committee, and consultant.
4. sequence the process of the approved program approach.
5. identify the time frame of a typical on-site review schedule.
6. list three program approval options.

BILLIKEN STATE COLLEGE

Billiken State College is located in a rural setting north central Alaska. Its enrollment for the past academic year was in excess of four thousand full time students. Approximately eighty percent of its student body are Alaska residents and about the same percentage of the graduates indicated a preference for employment within the State upon graduation.

The proportion of graduates in the various fields offered by the college for the past two years are:

Public Service Adm.	20%	15%
Technical	25%	35%
Fisheries, Vocational Ed.	15%	10%
Teacher Education	40%	30%
Other	5%	5%

Billiken State has a faculty of 125 members. Fifty-percent of the faculty hold the doctorate degree.

The campus complex consists of twenty major buildings. The newest building is the Main Library which houses an extensive collection of print and non-print resources. The Multimedia Center which services the entire campus is located in the Main Library.

Billiken State College is accredited by the North West Association of College and Secondary Schools, the National Council for Accreditation of Teacher Education and the Alaska Commission on Post Secondary Education.

The teaching specialization offered by the college are:

Art, K-12, 4-8, 7-12
Biological Science, 7-12
Business Education, 7-12
Business Principles, 7-12
Chemistry, 7-12
Elementary Education
Early Education
English, 7-12
General Science, 4-8, 7-12
Health Education, K-12
Home Economics, 7-9, 7-12
Industrial Arts, 4-8, 7-12
Journalism, 7-12
Language Arts, 4-8, 7-9
Mathematics, 4-8, 7-9, 7-12
Music, K-12
Physical Education, 7-9, 7-12
Secretarial Studies, 7-12
Social Studies, 4-8, 7-9, 7-12

CAMPUS VISIT
TRAINING WORKSHOP GOALS & OBJECTIVES

General Goal:

Train educational personnel in making objective and informed evaluations of teacher education programs based on standards approved by the Alaska Board of Education as part of the on-site program approval process.

Terminal Objectives:

At the conclusion of the workshop, the participant will:

1.0 Describe the "Approved Program Approach" to teacher education program development and certification in Alaska.

2.0 Apply the Standards in the assessment of teacher education programs during on-site campus visitations.

3.0 Identify and briefly describe the major components of the Self-Study materials.

4.0 Identify and describe major activities of the campus visit schedule.

5.0 Prioritize tasks in campus visit procedures.

6.0 Describe Visiting Team roles and decision making procedures during the on-site review of teacher education programs.

7.0 Identify data sources necessary to the verification of the Self-Study.

8.0 Implement interview, data collection and analysis skills pertinent to on-site evaluations of teacher education programs.

9.0 Distinguish between program approval options and between recommendations and conditions.

10.0 Prepare appropriate written documentation of findings regarding program approval.

Enabling objectives which further define these terminal objectives are listed prior to each section of the training program.

BASIC DEFINITIONS

Approved Program Approach

A process whereby an institution develops a teacher education program based on State standards and submits such a program for a State review is approval of the program, graduates of the "approved program" are eligible for State certification.

Self-Study

Materials prepared by the teacher preparation institution which describes their teacher education programs in light of the Standards. The materials are compiled in anticipation of the on-site visit by the State Department of Education. Its major components are the Institutional Analysis Report, the Faculty Data Report and the Curriculum Analysis Reports.

Standards

Refers to the Fourth Edition of the publication, Standards for the Approval of Teacher Education Programs as gathered by . The standards contained in this volume provide the basis for evaluation and approval of teacher preparation programs offered by Alaska institutions. Standards appear in the form of program objectives.

Teacher Education (or Preparation) Program

The total planned experiences designed by an institution for the purpose of preparing individuals for specific professional educational roles and State certification.

Legal Basis for State Department of Education Review of Teacher Education Programs.

A person is not eligible for a teacher certificate unless he has received at least a baccalaureate degree from an ihstitution of higher education accredited by a recognized regional accrediting association or approved by the commissioner. (AS 14.20.020(b))

The Board may establish by regulation additional requirements for the issuance of certificates. (AS 14.20.020(c))

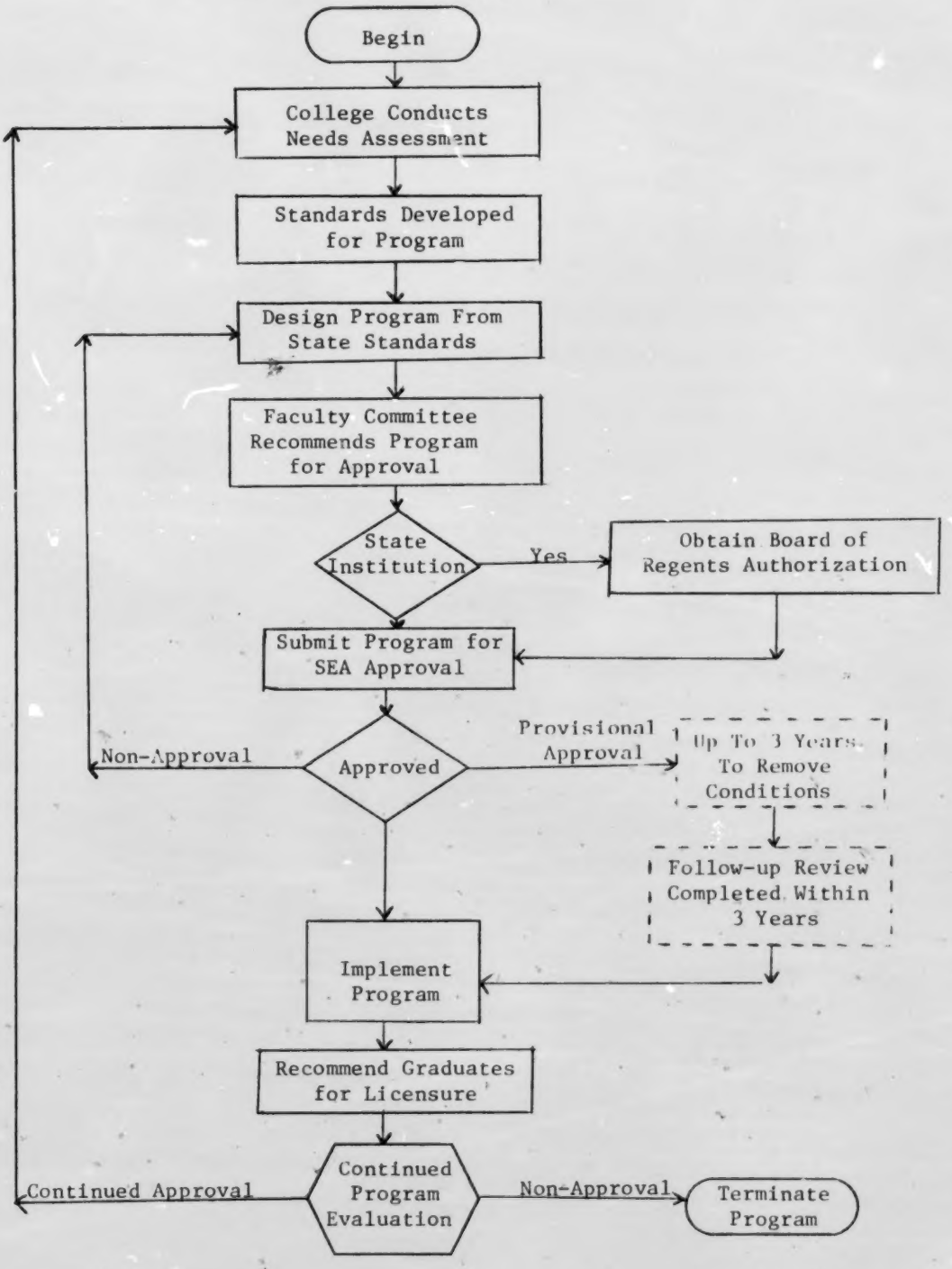
A teacher certificate valid for five years, shall be issued to an applicant who has completed a teacher education program approved by the Alaska State Board of Education, has a bachelor's degree, and is recommended by the preparing institution. (4AAC 12.020(a)(1))

Purpose of Campus On-Site Review

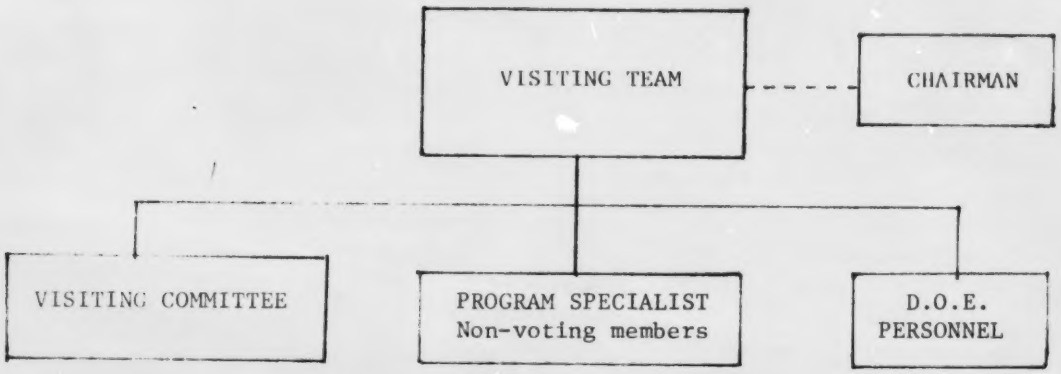
1. Verify the accuracy of the Self-Study and Compliance with the Standards.

2. Assess the curricula in operation by identifying strengths and weaknesses.

The Approved Teacher Education Program Approach
For Degree Programs in Alaska



VISITING TEAM ROLES



Selection and Function of Visiting Team Members

Chairman: Appointed by the Director of the Division of Educational Program Support with the approval of the State Commissioner of Education. The Chairman coordinates all aspects of the campus visit. Serves as Chairman of both Visiting Team and Visiting Committee.

The Visiting Team will be selected from Trained Carde Representing the broad areas of education and subject matter specialists in the program area being reviewed.

Visiting Committee: Appointed by the State Commissioner of Education. The five members are selected in the following manner: One member from the Alaska Department of Education, one member from the appropriate Principal's Association, one member from institutions of Higher Education, one member from NEA-Alaska and one member from classroom teacher. The Visiting Committee has major assignments with Institutional Standards. It also has the responsibility for making decisions about program approval.

Program Specialists: Appointed by the State Superintendent of Schools. The number of program specialists on a Visiting Team varies according to the number of teacher education programs offered by the institution. Program specialists function in an advisory capacity to the Visiting Committee.

D.O.E. Personnel: Staff of the Alaska State Department of Education and will be serving in a technical and advisory capacity.

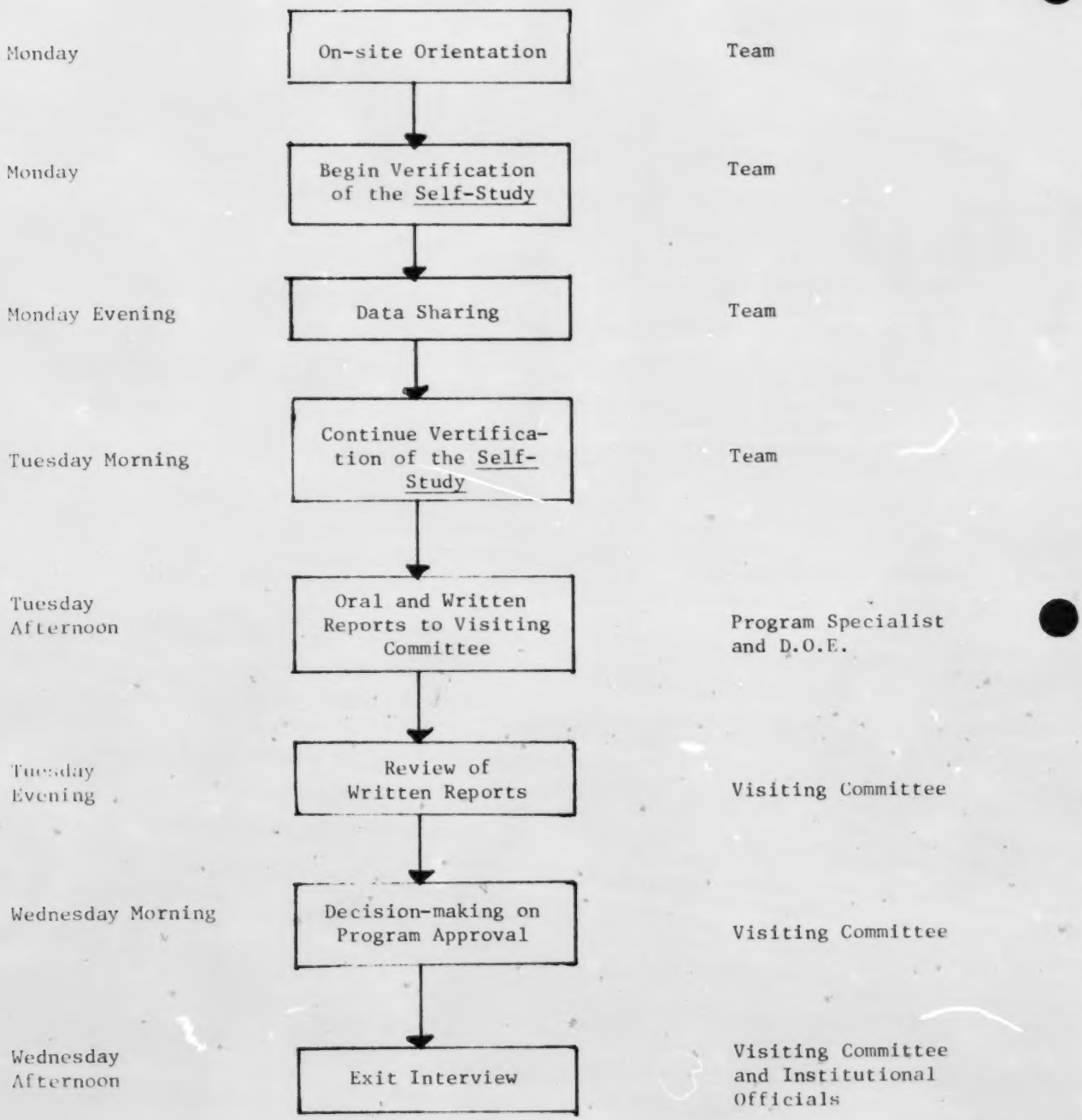
Participant's Role During the Simulation

During the simulation, you will be playing the role of a program specialists who will be reviewing the Elementary Education program at Billiken State College.

SCHEDULE FOR THE CAMPUS VISIT
SIMULATION

Day 1

8:30 - 9:00	Introductions Workshop Goals and Objectives Schedule for simulation
9:00 - 9:30	Begin simulation: Orientation to Approved Program Approach in Alaska and campus visit procedures
9:30 - 10:15	Verification of the Self-Study
10:15 - 10:30	Coffee Break
10:30 - 12:00	Continue Verification of the Self-Study
12:00 - 1:00	Lunch
1:00 - 2:00	Data sharing among Visiting Team Members
2:00 - 3:00	Reporting the findings
3:00 - 3:15	Coffee Break
3:15 - 4:00	Reporting the findings (Continued)
4:00 - 4:30	Campus Visit Decision Making Procedures


Monday
On-site Orientation
Team
Monday
Begin Verification of the Self-Study
Team
Monday Evening
Data Sharing
Team
Tuesday Morning
Continue Vertification of the Self-Study
Team
Tuesday Afternoon
Oral and Written Reports to Visiting Committee
Program Specialist and D.O.E.
Tuesday Evening
Review of Written Reports
Visiting Committee
Wednesday Morning
Decision-making on Program Approval
Visiting Committee
Wednesday Afternoon
Exit Interview
Visiting Committee and Institutional Officials

PROGRAM APPROVAL OPTIONS

Full Approval

--The program fully meets the Standards.
--Approval is not to exceed five years.

Provisional Approval

--While the program does not fully meet the Standards, the deficiencies cited do not seriously jeopardize the operation of the program and they can be corrected in the time period specified by the Visiting Committee.
--Specific instances of noncompliance with the Standards shall be noted as conditions and a time for their removal shall be indicated by the Visiting Committee.
--Approval is not to exceed three years.

Nonapproval

--The program's failure to meet the Standards is of such scope and/or magnitude that the operation of the program is seriously jeopardized.

ORIENTATION QUIZ

The following statements pertain to information included in the orientation materials covered in this section of the manual. Place a "T" in the margin to the left of each true statement, and an "F" in the margin for each false statement.

____ 1. An approved teacher education program cannot be implemented or altered without State Department of Education approval.

____ 2. The Self-Study includes the findings of the Visiting Team.

____ 3. The recommendation for full, provisional or non-approval of a teacher education program should be based on whether or not the program complies with the Standards.

____ 4. Both the University of Alaska Board of Regents and the Alaska Department of Education conduct campus visits for the purpose of approving teacher education programs for State Certification.

____ 5. Only Visiting Committee members and the Chairman of the Visiting Committee have voting privileges in terms of program approval during the campus visit.

____ 6. According to the Standards, each approved teacher education program has three program components: General Studies, Professional Education and the teaching specializations.

____ 7. The Visiting Team is always a larger group than the Visiting Committee.

____ 8. Full approval of a teacher education program means that the Visiting Team may not make recommendations for program improvement.

____ 9. Provisional Approval of a teacher education program may be recommended for a period of time not to exceed three years.

____ 10. Any individual who completes an approved teacher education program is eligible for State certification for the specific professional role for which the approved program is designed.

____ 11. The major criteria for approving teacher education programs in Alaska are drawn from the School Laws of Alaska.

VERIFICATION OF THE SELF-STUDY: PRELIMINARY ASSESSMENTS AT HOME

PART I

At the end of this section of the training program you will be able to:

1. locate the courses which comprise the General Studies, Professional Education, and Elementary Education components at Billiken State College.

2. apply the questions in the Program Analysis Form in Section D to 2.2 - 2.4.

3. verify the further delineation of the Standards by examining the sample course outline.

BILLIKEN STATE COLLEGE
CURRICULUM ANALYSIS REPORT
ELEMENTARY EDUCATION

Program Summary Sheet

Elementary Eduction 1-6

Students who are qualifying for teaching in an open or self-contained classroom grades 1-6 shall complete the following:

I. General Studies (Elementary)

The General Studies for Elementary Education differs from that for the secondary education program. However, each consists of forty credit hours as a minimum and is distributed over humanities, mathematics, natural science and physical education and health.

II. Elementary Education

III. Professional Education

		Required Credit Hours
I.	General Studies	40 hours
	I. Humanities	17 hours
	English 104 - Written English	3
	English 108 - Advanced Written English	3
	English 250 - Survey of English Literature	3
	English 260 - Survey of American Literature	3
	Speech 210 - Speech for the Teacher	3
	Art 255 - History and Appreciation of Art or Music 205 - Music Appreciation	2
	II. Social Sciences	12 hours
	Geography 210 - Introduction to Geography	3
	History 107 - United States History I	3
	History 103 - United States History II	3
	History 111 - History of Civilization I or History 112 - History of Civilization II	3

III. Science and Mathematics — 9 hours

Math 110 - Mathematics for Elementary Teachers	3
Physical Science 201 - General Physical Science	3
Physical Science 202 - General Physical Science	3

IV. Physical Education — 2 hours

Physical Education 231 - Games and Rhythms	2

II. Elementary Education

Required 48 hours

Art	353 - Elementary Art Education I	2
Art	354 - Elementary Art Education II	2
Biology	101 - Introduction to Biology	4
Biology	102 - Introduction to Biology	4
Education	300 - The Reading Process (Elem. Ed.)	2
Education	304 - Developmental Reading (Elem. Ed.)	2
Health	102 - Introduction to Biology	4
Health	400 - Health Education for the Elem. School	2
Safety	200 - Accident Analysis/Emergency Care	2
English	207 - Children's Literature	3
Math	210 - Mathematics for Elementary Teachers II	3
Math	323 - Mathematics for Elem. Teachers III	3
Music	231 - Elementary Music I	3
Music	232 - Elementary Music II	3
Phys. Sci.	412 - Science in the Elem. School (Elem.Ed.)	2
Pol Science	200 - Introduction to Political Science	3
Economics	200 - Economics	3
Sociology	110 - Introductory Sociology	3

* The General Studies requirements for elementary education also fulfill competencies for the specialization requirements and are included with the Elementary Education listing in determining the 2.2 grade point requirement for eligibility for the Initial Performance Practicum.

III. Professional Education Foundation Courses - (all students)

24 hours

Education 200 - Introduction to Education	2
Education 250 - Foundations of American Education	2
Education 302 - Human Growth and Development	3
Education 303 - Educational Psychology	3

Elementary Professional Education

Education 300 - The Reading Process (Elem. Ed.)	-
Education 304 - Developmental Reading (Elem. Ed.)	-
Education 402 - Mathematics in the Elementary School	2
Education 403 - Language Arts in the Elementary School	2
Education 404 - Social Studies in the Elementary School	2
Education 405 - Corrective Reading	2
Phy. Sci. 412 - Science in the Elementary School (Elem.Ed.)	-
Education 420 - Student Teaching Experience (Elementary)	6

3.4 - Teaching Majors

General Standards. Billiken State College provides teaching majors in the field of specialization and are designed to meet genral standards identified by the faculty.

STANDARD I Institutional Responsibility.

STANDARD II Statement of Objective

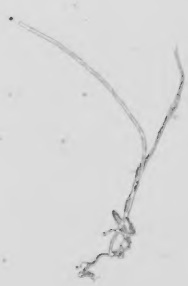
STANDARD III Statement of Teacher Competencies

STANDARD IV Characteristics of Teaching Majors

STANDARD V Evaluation and recommendation of the candidate

STANDARD VI Supporting Facilieies and Schedule

STANDARD VII Staff



2.1 - Purposes and Objectives

Billiken State College is a multi purpose college whose history began just prior to the beginning of the Civil War. The general purposes and objectives have changed greatly with each new educational movement. The elementary education division prides itself on the innovative and contemporary model teacher preparation program that currently exists.

The purposes and objectives of Billiken State's elementary education program include:

Curricular program for the education of teachers should be designed to achieve the desired outcome and reflect the judgement of:

a. members of the faculty
b. students
c. graduates
d. utilization of agencies
e. the profession as a whole

To provide facilities and activities necessary to operate proposed program.

2.2 - Organization

Complete administrators and a board of control committed to institutional programs.

The manner in which the administration operates, its responsiveness to institutional needs and its efforts to appraise its own effectiveness in terms of the following criteria:

2.2.1 Board of Control at Billiken State College resides in a designated board. Terms of office are arranged to provide desirable continuity with the board.

2.2.2 General Administration. Under the direction of the president as the Chief Administrative Officer, are administrative functions affecting teacher education at Billiken State College, which is implemented by personnel competent in their respective lines of activity. A chart showing the organization of the institution is available.

Consideration is given to salary schedules and rank, retirement allowances, tenure, group insurance, all types of leave, funds for inservice development of the faculty and service by the faculty in professional development on all governmental levels.

Billiken State provides information for administrative and faculty members outlining the applicable administrative policies.

3.1 - Curriculum Development, Planning and Patterns

The responsibilities for the administration of a continuing program of curriculum development, evaluation and advisement and programming of students in the teacher education curriculums at Billiken State College is coordinated through a single designated administrative unit. The unit of the preparing institution recommends students to the State Agency for Certification.

STANDARD II The process of curriculum development for various teacher education programs at Billiken State College makes provision for enlisting cooperation and participation of representatives of:

a. public schools
b. college teachers in fields related to the area of public school specialization
c. State Department of Education
d. appropriate committee and commissions
e. teacher education students

3.2 - General Education

General education at Billiken State College is based on braod areas of the humanities, mathematics, the biological and physical sciences and the social and behavioral sciences.

STANDARD I The content of the general education program at Billiken State College is selected with discrimination from the aggregate of human experiences which embodies the major ideas and principles of the various division of knowledge as they bear on common concerns.

STANDARD II General education is a developmental experience achieved with the maturation of the college student. At Billiken State College certain emphasis is placed on the first two college years and is extended throughout the baccalaureate program and is continued in diminishing proportions into graduate study.

3.3 - Professional Education

Professional education at Billiken State College is based on studies which include foundations of education and methods and materials of teaching with supervised laboratory experiences designed to provide competencies required in the education professions.

STANDARD I Billiken State College has a clearly stated set of objectives for the professional education program.

STANDARD II Planned sequence of studies. Billiken State's program of professional preparation for teaching provides individualization of the student's program, including a wide range of studies and experiences to encourage development.

SAMPEL COURSE OUTLINE

MUSIC 232 MUSIC FOR THE ELEMENTARY TEACHER 3 hours

COURSE DESCRIPTION: This course of study is designed to provide training and experience for future classroom teachers which will enable them to successfully teach music (4-6) as reflected in a comprehensive music program for the elementary grades.

I. RATIONALE: Prepare the student to study materials, methods of teaching, skills and musical concepts that will qualify him to teach elementary music (4-6 or a non-graded approach).

II. PRE-REQUISITES: Completion of all skills and studies of Music 231.

III. PROGRAM OBJECTIVES AND RELATED SPECIFIC OBJECTIVES:

A. Possess a knowledge of a repertoire of recordings which will relate to the elementary school (1.1, p. 47).

1. Cognitive
   a. Survey various recordings series for elementary grades presenting a basic knowledge of contents, style and features of the music.

2. Performance
   a. Give a 10 minute listening lesson with the aid of bulletin boards and all necessary aides for an effective class.

B. Relate listening experiences to activities within the curriculum of general education (1.2, p.47).

1. Cognitive
   a. Study music of many cultures showing how music affects the lives of these people.
   b. State how music can be coordinated with other subjects such as Art, English and Drama.

C. Interpret and introduce singing experiences from a variety of resource materials and textbooks (2.1, p.47).

1. Cognitive
   a. Cite music methods (4-6) which can be used to teach music.
   b. Compile a music file for teaching.
   c. Survey materials (4-6) for Bowmar and Adventures in Music as well as texts for these grades.
   d. Acquire a general knowledge of other materials and supplementary aides for the teaching experience: reference materials, texts, pamphlets, syllabi, library materials, films and special projects. Knowledge of Growth Charts (4-6).

2. Performance
   a. Attend and observe special concerts, workshops, T.V. broadcasts, etc., concerning elementary teaching.

D. Exhibit an understanding concern for those qualities which makes music appealing to children (5.1, p. 48).

1. Cognitive
   a. Learn the value of music for the elementary age child.
   b. Learn growth characteristics of children with implication for musical learnings.

E. Exhibit an awareness of the contribution music makes to the total educational program (5.2, p. 48).

1. Cognitive
   a. Study syllabi of various school systems and learn the importance of the music program to such areas as physical education, visual and language arts and social studies.

2. Performance
   a. Design and study lesson outlines specifically for use in correlation with other subject areas.

F. Exhibit exuberance in implementing the music program (5.3, p. 48).

1. Cognitive
   a. Prepare a philosophy for a good music program.
   b. Discuss the responsibility and need for developing a music program in the classroom.
   c. Develop awareness of the relationship of parents, teacher and student in the success of a good music program.
   d. Recognize the need for an effective classroom teacher in the area of music.

G. Develop the listening experience through the identification of sounds and musical themes (1.0, p. 47).

1. Cognitive
   a. Name instruments as found in the listening exercises.

2. Performance
   a. Acquire the ability to identify musical form.
   b. Recognize the style of music by historical periods, cultures, and composers.
   c. Exercise listening ability in the areas of melodic and rhythmic dictation (4-6 level).

H. Accompany songs found in elementary schools on at least one instrument (3.1, p. 47).

1. Performance
   a. Expand performance ability on all instruments.
   b. Learn additional aides for accompanying songs: ostinato, descant, chords, scales, rhythmic ane melodic patterns and improvization.

I. Assist students in exploring and selecting appropriate instruments to accompany and enhance the singing experience (3.2, p. 47).

1. Performance
   a. Examine songs from various texts and select proper instruments for use with the song depending upon dynamics, subject matter and rhythm.

J. Demonstrate the ability to assist students in using musical knowledge in a creative manner (4.1, p. 48).

1. Performance
   a. Employ child created movement through melody, rhythm and form.
   b. Develop simple and assigned and somewhat more complex movements through rhythmic canon, free dance movements, conducting of songs and Kodaly-Orff movement through group and individual patterns.
   c. Improvize and create simple written melodies, accompaniments and vocal sounds.

K. Assist students in developing an awareness of sound sources and in using these sources to communicate musical thought (4.2, p. 48).

1. Cognitive
   a. Recognize the difference between all music markings.
   b. Examine all markings of musical expression and tell how these markings effect the portrayal of the song.

2. Performance
   a. Employ the use of all dynamic markings when performing songs and in teaching of songs.

L. Show techniques involved in sight reading a given song from 4-6 in the areas of melody and rhythm.

1. Performance
   a. Employ the use of Kodaly-Orff rhythm syllable singing, knowledge of time signatures, note values and note names for any given song.
   b. Interpret any song melodically using hand singing, tonicization, melodic syllable names and scale construction.
   c. Acquire facility in interpreting complex rhythm patterns, syncopation, 3-1 relationships, dictation of more complex rhythm patterns and Kodaly-Orff rhythm syllables.

M. Develop two and three part singing as practices from texts of 4-6 elementary books.

1. Cognitive
   a. Create opportunities for singing in the classroom through knowledge of broader singing experiences for children and understanding the child's voice.

b. Analyze the management of the singing situation: use of the voice, recorded song materials, group activities, seating, special problems.

2. Performance
   a. Learn to sing and teach harmony parts.

IV. PREASSESSMENT: Students complete a "Student Questionnaire" upon entering the second semester class. This guide sheet enables the instructor to categorize the student as to present level of ability and understanding in the area of music in general.

V. INSTRUCTIONAL LEARNING ALTERNATIVES:

A. Lecture Demonstrations

B. Observation of special programs - television, etc.

C. Recordings

D. Films

VI. SELF-EVALUATION:

A. Test Scores

B. Evaluation of Teaching Lessons

C. Evaluation of Special Projects

D. Outcome of Performance Skills Ability

VII. POST-ASSESSMENT: Pencil and paper tests (objective and subjective)

VIII. CORRECTIVE LEARNING OPPORTUNITIES: Practice skills when needed.

IX. LEARNING RESOURCES:

Texts: Recorder Manual
Music in the Education of Children - Swanson
Filmstrips, transparencies, charts, recordings, instruments, resource materials (pamphlets, etc.), xeroxed and dittoed materials.

THE PROGRAM ANALYSIS FORM

The Program Analysis Form which follows will be mailed to you prior to the Campus Visit for you to make some preliminary assessments about the teacher education programs you have been assigned.

Errors of Presentation, referred to in the Form, are cited when the Self-Study includes incorrect information about the program.

Errors of Omission are identified when the Self-Study fails to include significant information about the program.

DIRECTIONS:

1. Read Standard II in the Elementary Education Curriculum Analysis Report in Section F again and make the appropriate check for each item of Standard II on the yellow Program Analysis Form.

2. Use a question mark if the Elementary Education program materials do not provide evidence on the item.

3. Now complete the section on the yellow Program Analysis Form entitled, "Before the Campus Visit."

PROGRAM ANALYSYS

Forms are in a separate booklet

VERIFICATION OF THE SELF STUDY: PRELIMINARY ASSESSMENTS AT HOME

PART II

At the end of this section of the training program you will be able to:

1. distinguish the assessment role of a Program Specialist in comparison with the assessment role of the Visiting Committee members.

2. Contrast the Institutional Analysis Form with the Curriculum Analysis Form in order to identify basic differences in reporting.

THE INSTITUTIONAL ANALYSIS FORM

Visiting Committee members and consultants will be examining one or more Institutional Standards that apply to processes which affect all Teacher Preparation Programs at the Institution. The differences in assignments between Program Specialist and those investigating Institutional Standards are depicted below:

VISITING COMMITTEE

"Assess one Standard across the total Teacher Education Program"

PROGRAM SPECIALISTS

"Assess across 10 Standards within one program area"

Program \ Standards	1	2	3	4	5	6	7	8	9	10
Curriculum Development and Planning										
General Education										
Professional Education										
Teaching Majors										
Art										
Business Education										
Industrial Arts										
Mathematics										
Safety Education										
Social Studies										
Additional Programs										

Individuals assigned to Institutional Standards will be provided with a slightly different worksheet. A copy of this worksheet follows. Individuals assigned to one or more Institutional Standards follow essentially the same procedures as team members reviewing teaching specializations.

INSTITUTIONAL ANALYSIS FORM

VISITING COMMITTEE

A. DIRECTIONS

This is a working form to assist you as you gather data to prepare your report. Your report should include an evaluation of the completeness and accuracy of the institution's self-study documents and whether or not the specific area(s) reviewed is in compliance with the 1971 Standards. By following this checklist closely, you should have sufficient data for writing your final report which must be submitted to the Team Chairman before you leave the campus. A format for the final report is attached along with a sample report for your information. Please attach this page of the Institutional Analysis Form to your final written report.

B. GENERAL INFORMATION

College or University _____

Date of Visit _____

Person(s) Completing this Report _____

_____

_____

Assignment Area(s) - Standard(s) _____

_____

C. PERSONS INTERVIEWED DURING CAMPUS VISIT

Name	Title

(Please use additional pages if needed)

VERIFICATION OF THE SELF STUDY: ON-SITE ASSESSMENT

PART I

At the end of this section of the training program you will be able to:

1. identify on-site data sources used in verifying the self-study.
2. collect and organize data to document findings.
3. reference findings to the Standards.

IDENTIFICATION OF DATA SOURCES

Your "at home" review of the self-study materials and your work with the Program Analysis Form have given you some indication of Billiken State College's elementary education program.

Now that you have arrived on campus and you wish to "check-out" your preliminary findings concerning of the Elementary Education Program, list the data sources that might be helpful in your verification of Standard II in the spaces below.

While the identification of key data sources is important to you as you move toward completing your findings, be aware that you will need to cite those sources as you document your report.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

FEEDBACK SHEET

DATA SOURCES

1. Self Study Materials

2. Other Official Reports (NCATE, NCACS, etc.)

3. Official College Publications and Records (Catalogue, Transcripts, Student Teaching Handbook, etc.)

4. Committee Minutes

5. Interviews with Faculty, Students and Public School Personnel

6. Other Data Sources???

Note:

Significant data and information about the teacher education program should be included or referred to in the Self-Study. However, the above sources are sometimes helpful in further clarifying aspects of the institution's teacher education program. Frequently, many of these materials are available in the Headquarters Room during the campus visit.

FACULTY DATA SHEET

Identification of Faculty Member: Example -

John Doe
Associate Professor of Education
Undergraduate Faculty
Appointed: July 1, 1971

1. Earned Degrees
   (List by institution, date granted, and major areas of concentration.)

2. Educational Experience
   (List by school or other agency and the inclusive dates of employment.)

3. Loads
   (List by semester or quarter for the past year. Also show other assignments.)

4. Current Professional and Academic Association membership:

5. Current Non-Teaching Professional Assignments and Activities.

6. Publications (Last five years)

7. Research (Last five years)

ANALYSIS OF FACULTY DATA

Read the Faculty Data Sheet of Frederick Byrd (L-2) and respond to the following questions:

1. What information in this Faculty Data Sheet suggests possible noncompliance with one or more aspects of Standard 2.6?

2. Also, for those items you have indicated above, what sources or procedures would be helpful in further "checking out" Dr. Byrd's qualifications with regard to the requirements of Standard 2.6?

After responding to the above questions, check your answers with those indicated in Section.

FACULTY DATA SHEET OF FREDERICK BYRD

Frederick Byrd
Associate Professor of Education
Appointed September 1, 1970

1. Earned Degrees

A.B. - Glenville State College	1955 Major:	Business Administration
M.A. - West Virginia University	1960 Major:	Curriculum and Instruction
Ph.D. - University of Pittsburgh	1964 Major:	Education Foundation

Educational Experience

1960-1962 - Monmouth College, Education Department
1964-1970 - Ottowa College, Education Department
1970- - Billiken State College, Education Department

2. Loads, including administrative assignments, 1975-76

Fall, 1975
Education 250, Foundations of American Education - 4 sections - 2 semester hours each (8)
Education 365, Secondary School Curriculum - 3 semester hours
Education 460, Student Teaching (12 student teachers, 3 semester hours, @ 4 per semester hour)
TOTAL 15 semester hours

Spring, 1975
Education 250, Foundations of American Education - 3 sections - 2 semester hours each
Education 304, Social Studies in the Elementary School - 2 semester hours
Education 460, Student Teaching (16 student teachers @ 4 per semester hours)
4 semester hours
12 semester hours

Summer, 1975
Education 250, Foundations of American Education - 2 semester hours
Education 405, Methods of Teaching Social Studies in the Secondary School - 2 semester hours
4 semester hours

3. Other Collegiate Assignments, 1975-76 School Year

Chairman, Faculty Senate

4. Current Professional and Academic Association Memberships

National Education Association
Phi Delta Kappa
Association of Teacher Educators

5. Current Non-Teaching Professional Assignments and Activities

None

6. Publications and Research

None

FEEDBACK SHEET - FACULTY DATA SHEET

Dr. Byrd's Faculty Data Sheet suggests the following possible areas of non compliance with one or more aspects of Standard V:

1. Possible teaching overload - especially in the Fall semester (Standard 2.6.3).

2. Dr. Byrd has a major student teaching assignment. He also teaches a methods class during the summer. Yet his Faculty Data Sheet indicates that he does not have any public school experience (Standard 2.6.1).

3. Dr. Byrd's academic training does not appear to qualify him for teaching the social studies methods courses (Standard 2.6.1).

Further investigation of the above points could include the following procedures and data sources:

1. Review other faculty data sheets and the Institutional Analysis Report for an indication of the typical faculty load. Also, some judgements would need to be made concerning his load involved in supervision of student teachers, e.g. distances travel, how other faculty student teaching assignments are equated, etc.

2. Dr. Byrd's apparent lack of public school experience may be an omission from the Faculty Data Sheet. Raise this point with Dr. Byrd and the Department Chairman. You may also want to check his credentials for public school experience.

3. Check Dr. Byrd's transcripts for academic background in the Social Studies.

Note:

The examination of Dr. Byrd's credentials and transcripts revealed that he had public school experience (Waynesboro Public Schools, Social Studies teacher and curriculum supervisor, 1955-1959) and had both undergraduate and graduate training in social studies education (undergraduate: Double major with Business Administration; Graduate: Masters and Doctoral program, Dr. Byrd had 12 hours of courses which specifically focused on recent trends in teaching social studies. Also, other aspects of his graduate work in Social Foundations of Education and Curriculum and Instruction had frequent and significant applications to teaching social studies in the public schools).

VERIFICATION OF THE SELF-STUDY: ON-SITE ASSESSMENT

PART II

At the end of this section of the training program you will be able to:

1. analyze the purpose of pooling data in a large group process.

2. evaluate the interactive process of the institutional and program standards.

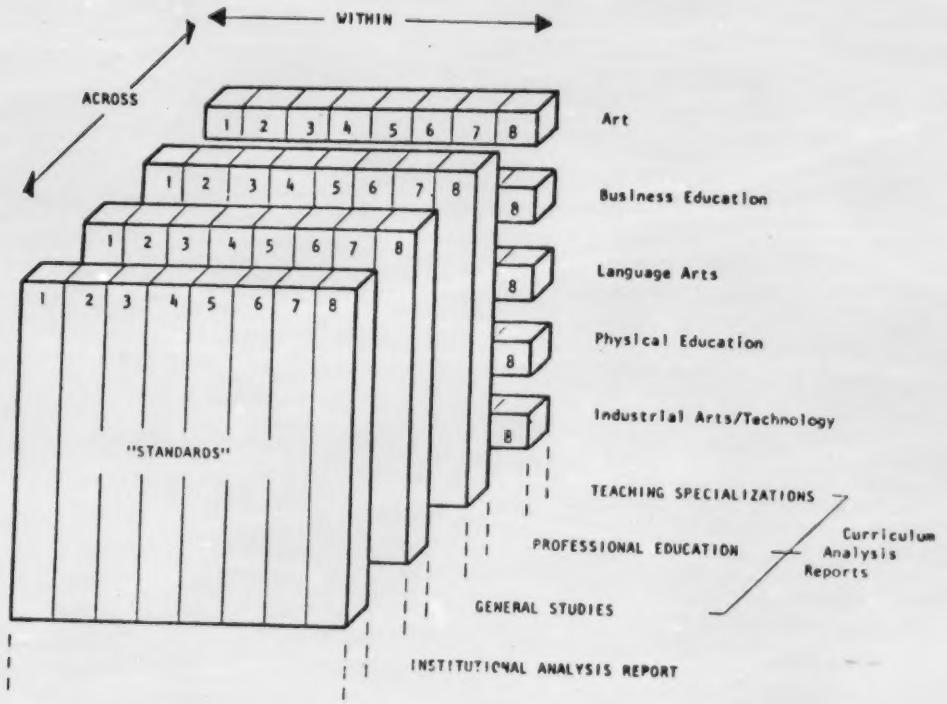
3. identify issues which impinge upon the elementary education program.

4. state a preliminary judgement regarding the status of the elementary education program.

5. prioritize Tuesday's tasks based on Monday evening's dialogue.

INTERACTION OF INSTITUTIONAL AND PROGRAM PROCESSES

The task of the Visiting Team is not only to examine individual institutional standards or teaching specializations but also to assess the interaction of institutional processes and processes at the program level. One way to depict this interaction in a teacher education program is the following model:



MONDAY EVENING SESSION

This is the first group-wide critique of the Visiting Team's preliminary findings. Our purpose is to share our data. The Visiting Team Chairman will call for oral reports from the members of the Visiting Committee. Each Visiting Committee member will present a brief synopsis of his findings in regard to one of the eight Institutional Standards.

Monday evening's session is primarily for obtaining a general picture of the institution by identifying points of interaction between institutional and program procedures. In order to facilitate the data sharing the seating arrangement is depicted below on the transparency. The Chairman will call for Standards I and II. Program Specialists from various disciplines will add to the discussion by clarifying key points or raising issues which appear to be inconsistent with the Self-Study or the findings on-site.

CHAIRMAN, JOHN JONES - The purpose of the session this evening will be to share our findings in order that the Visiting Committee will have an understanding of the institution as a whole. Each team member should be willing to express his concerns in terms of specific standards. What may appear to be a problem for one program specialist may or may not be a concern for another program specialist. The discussions will be informal and you should identify any problems you have encountered. The discussions will be structured around Chapter I through Chapter III so if you are having a problem with staff qualification in Art, for example, you should point this out when we are discussing Chapter III. This evening session should be one of both presenting and receiving information. We will begin by asking Dr. Roy Bone to report on his findings for Chapters I and II.

DR. ROY BONE (Visiting Committee Member) - The objectives of the institution and its commitment to teacher education are identified in the official publications of the institution. While the institution has

identified teacher education as a major function, the support given to the program at the institutional level should be examined more carefully.

The Minutes reflected that several seemingly good proposals offered by the Teacher Education Committee have been rejected by the administration. The Minutes did not reflect the reasons for the rejections so I intend to follow that up in the morning during my interviews with the administrators. The Department of Education was identified as the teacher education unit. The Department structure was not identified other than stating the Department Chairman was the chief administrative officer. The personnel in the Department were not always certain what responsibilities were assigned to which members. Nothing was mentioned about regularly scheduled meetings. Interviews with staff revealed that communications are poor and that most decisions are made by the Chairman and his best friend. Interviews with students pointed to the lack of correct information relating to processes and procedures.

CHAIRMAN, JONES - Did any other team members find the same problems in relation to Standard 2.2 - 2.2.4?

DR. MARY CLAY (Program Specialist, Elementary Education) - Yes, I encountered similar circumstances in the Elementary Education program. The administrative responsibilities for this specialization were identified in the Self-Study as being with the Department of Education. The staff in Elementary Education indicated that they were uncertain about specific assignments and the Chairman made most of the decisions and the staff

was not informed until after the decisions had been reached. The people in the various academic areas who teach classes which are a part of this curriculum indicated that when they had problems they phoned the Chairman who indicated a willingness to follow through but in actuality, no further effort was made to solve the problems. They indicated that Dr. McCoy was a busy person and that his administrative and teaching assignments were quite heavy and no doubt contributed to the problem.

MR. BROWN (Program Specialist, Social Studies) - I found almost a totally different situation in Social Studies. The person responsible for administering the program had monthly meetings with his staff and those persons in the Business Department who taught the economic section. The staff was most complimentary on the Chairperson's democratic approach to curriculum development. They also noted his willingness to go to bat with the administrators to get the financial support for his Division.

DR. HARVEY (Program Specialist, Art) - I found that the program in Art was well organized. No problems were evident.

DR. PAYNE (Program Specialist, Science) - Dr. Rogers and I found problems in the Science Division which were similar to those in Elementary Education as presented by Dr. Clay. We need more time to interview the other staff in the Division prior to making a final recommendation.

CHAIRMAN JONES - Do any other members have comments? If not, then we should move to Standards 2.2 and 2.4. Dr. Miller, would you care to open this discussion?

DR. MILLER (Visiting Committee Member) - I found the Teacher Education Committee to be an active one. Most of their recommendations which involved minor program changes were readily approved by the institutional curriculum committee. No programs have been discontinued during the past five years but the committee had two programs under review. The major problem I found was that the evaluation data collected by the institution have no bearing on the program modification. There seemed to be no systematic review process, changes were generally piecemeal rather than a reexamination of the total program. The student guidance and support services were adequate.

MARY CLAY - I found a similar situation in Elementary Education. Most changes were recommended by staff in the areas comprising the elementary program and changes were frequent. Most attention seemed to be spent on the parts than the whole program. The feedback provided by the former students was positive so the program must be adequate. Employers noted some need for improvement in classroom management and planning strategies.

CHAIRMAN, JONES - Does anyone else have comments?

HOY BROWN (Program Specialist, Business Education) - I found just the opposite in Business. There was evidence of good program planning by the staff and they had involved both the business and public school business teachers in their restudy process. Several major changes in curriculum were planned but it is too early to have feedback.

CHAIRMAN, JONES - Are there other comments? If not, we will move on to Standards 2.6 - 2.6.4. Mr. Rivers, I believe you were reviewing that section.

MR. CLAYTON RIVERS (Visiting Committee Member) - The faculty as a whole seem well prepared but there are a few cases that need to be checked further. About 50 percent hold the doctorate. In some of the departments staffed by one or two people, the assignment seems heavy as well as some questions about preparation. I would like to have some feedback from the program specialists.

DR. HARVEY - Most of the people in Art were well prepared with the exception that the person responsible for the Art Education did not have adequate educational experiences. This position seems subject to frequent changes in personnel. The program generally serves more commercial art majors than teacher education majors but this should be noted as an area of strength.

DR. EDDY (Consultant, Professional Education) - Interviews with several members in the Education Department revealed a general belief that they were overloaded. I would appreciate Mr. Rivers reviewing this aspect with me prior to preparing my written report. Some faculty did not have public school experience even though they were assigned to teach the methods and supervise the student teachers.

MR. RIVERS - I found no problems with the laboratory experiences. These seem to be well planned and definite goals have been identified and given to the students and participating public school personnel. If anyone encountered problems in this area, I wish you would share these data with me.

CHAIRMAN, JONES - Would Mrs. Newton give her report on Standards VII and VIII.

MRS. NEWTON (Visiting Committee Member) - The institution has just moved into new library-media facilities. The major effort during the last three years has been to upgrade these facilities. The Self-Study identifies other areas in need of upgrading and the President has assured me these facilities will be improved as soon as funds are available. No facilities are so bad as to be detrimental to the program. A committee of faculty and trustees has been appointed for long-range planning. The committee charged with program evaluation needs to secure more funds. At present it operates on an ad hoc basis and is ineffective. I would like some personal feedback from the program specialists on this point.

CHAIRMAN, JONES - I hope that each person with information relating to request for feedback will be certain to contact the other members of the Team. We must share the information in order to get a clear picture of the institution. Be certain that you will be able to comply with the time schedule for presenting your written abstract. If you have questions, please see me following this meeting.

FEEDBACK SHEET
1st SHEET

1. What appears to be some common problems pertinent to the Standards that the institution has in carrying out its Teachers Preparation Programs?

   --- Possible lack of administrative support for teacher education _____.

   --- Failure to use evaluation data in curriculum development; lack of systematic review process.

   --- Possible faculty overload.

2. What are some items uncovered in the first session that might need further investigation in this session?

   --- Check on rationale for rejection of teacher education committee proposals and administrative support for teacher education; also some programs indicate a need for more information on administrative procedures on Teacher Education Programs.

   --- Check with teacher evaluation committee members about the use they make of evaluation data.

   --- More investigation of faculty load situation.

FROM THE ABOVE DATA SHARING SESSION:

1. List some problems pertinent to the Institutional Standards, e.g. Standard 2.1: Purposes and Objectives, Standard 2.4 - 2.1: Organization and Administration, etc., that Billiken State College has in carrying out its Teacher Preparation Programs?

2. List the specific tasks derived from tonight's data that you will need to investigate tomorrow.

Purposes and Objectives 2.1

Program objectives are the standards approved by the Department of Education. These standards shall be used by the institution in further defining its objectives and competencies for any teacher education curriculum. This assumes that teacher education objectives should be consistent with the overall policies of the institution.

Identify the objectives of the curriculum as adopted by the institution and identify the personnel and procedures involved in their adoption.

Describe the continuous process for the communication of objectives to students and faculty.

Organization and Administration 2.2 - 2.4

Describe the organization and structure of the department and/or division which assures input in matters relating to curriculum development in teacher education.

Identify the number of students, by class standing, presently enrolled in the program.

Describe and identify program admission and retention standards utilized for this curriculum in addition to those for all teacher education candidates. Describe the conditions for terminating a student. Identify the number of students terminated during the past three academic years.

Curriculum for the Teaching Specialization 3.1

This standard recognizes that program objectives (standards) approved by the Department of Education must be further defined to be useful in curriculum development. This further definition should result in the identification of competencies needed by the teacher candidate to serve effectively in a particular role.

Attach a separate sheet for each specialization (4-8; 7-9; 7-12; or K-12) offered within this curriculum area which identifies, by number, by title, and credit hours, the courses, or modules, or other experiences required. (DTP Form 03-74).

Identify the personnel and describe the process involved in curriculum development and modification for this curriculum.

Identify those aspects of the curriculum which provide alternatives for students in terms of unique interest and/or needs.

Cite evidence of use of the following: research in teacher education, guidelines and standards developed by learned societies and professional associations.

Submit, as a part of the curriculum analysis format, course outlines or module descriptions for all phases of the curriculum. (DTP Form 05-74) These descriptions should delineate competencies to be achieved by students. Competencies are assumed to be further definitions of the objectives cited for Standard 1.

Student Personnel Programs and Services 2.4

Describe the procedures of the student advisement system and identify personnel who are responsible for advising.

Faculty 2.6 - 2.6.4

Identify by name all faculty members associated with this curriculum. Name the person responsible for the administration of the curriculum and the person responsible for working in teacher education.

Present a statement on faculty load for staff teaching this curriculum and compare it with that of the load for the faculty on an institution-wide basis.

Describe the departmental policy on the use of part-time or shared-time staff. Identify the portion of the load taught by part-time or shared-time staff.

Compare the level of preparation of the staff curriculum with the average level of preparation for the total instructional staff at the institution.

Laboratory Experiences 2.7.6

Describe the professional laboratory experiences (field-based or simulated) which are associated with this curriculum if these have not already been described in detail in Standard III.

Identify objectives of each of these experiences and the criteria used in the evaluation.

Discuss the role assumed by the staff of this curriculum for the development, supervision, and evaluation of these experiences.

Facilities, Equipment and Materials 2.7

Identify, by curricular subdivisions, the number of volumes in the library which are related to this curriculum and those which have been added for each of the last three years.

Identify the number of periodicals received by the library which are related to this curriculum for the last three years.

Identify the amount spent for books and periodicals related to this curriculum during each of the last three years.

Identify the major strengths and weaknesses in the library holdings related to and in support of this curriculum and submit your suggestions for building on the strengths and eliminating the weaknesses.

Describe the process utilized by the staff in the evaluation, selection and purchase of library and media materials.

Identify the amount spent during each of the last three years for instructional media related to this curriculum.

Evaluate the center's collection of instructional materials related to the curriculum in terms of strengths and weaknesses.

Provide a statement on laboratories and equipment available to support this curriculum. Describe laboratories or identify equipment which need to be added, replaced, or updated in providing an acceptable program. If plans have been made to eliminate these deficiencies, identify tentative dates.

Provide a statement on classroom and office space available for the purpose of supporting this curriculum.

Evaluation, Program-Review and Planning 2.3.4

Describe the plan for a systematic assessment of students and graduates. Present summary sheets showing the most recent data collected. Present data which show significant trends, over the past five years, if available.

Describe the procedure for continuous program review and indicate how the evaluation data relate to curriculum modification.

Discuss planning procedures and identify agencies and personnel involved by defining their respective roles in the program reconceptualization process.

Discuss the modifications anticipated in this curriculum over the next five year period, addressing such things as curriculum, facilities, staff, equipment, and field experiences, and present the rationale for these changes.

VERIFICATION OF THE SELF-STUDY: REPORTING THE FINDINGS ON-SITE

At the end of this section of the training program you will be able to :

1. identify the structure of the written report format.
2. synthesize your findings of the elementary education program with an oral reporting format.
3. critique the sample oral report for its content validity.
4. identify errors of omission and errors of presentation of the sample written report.
5. identify the appropriate Standard on which to base findings in the sample written report.
6. recommend a program approval option for the Elementary Education program and a time line for removal of a condition.

REPORTING TO THE VISITING COMMITTEE

The final task of the program specialist or consultant is to report his/her findings to the Visiting Committee. This reporting takes both oral and written forms. Before leaving campus on Tuesday afternoon, the program specialist or consultant must submit a full written report on his/her findings. A written abstract and oral resume of the written report are also submitted to the Visiting Committee according to a reporting schedule established for Tuesday afternoon. (See an example of a Tuesday afternoon reporting schedule in (H-4.))

The outline for the full written report and the oral report abstract form follows.

Directions:

1. Read the "Outline for the Preparation of Written Reports" and the "Oral Report" (H-2 and H-5).

2. Complete the "Oral Report Abstract" (H-6) based on the Self-Study and data you collected during the on-site review of Billiken State's Elementary Education Program.

3. Move on to the activity described in Section T.

MODEL WRITTEN REPORTS

Your full written report should be turned in to the secretary assigned for the visit before you leave campus.

An acceptable example of a full written report on Billiken State's Elementary Education Program begins on V-1. It is followed in V-6 with an example of a completed Oral Report Abstract. Section W contains an acceptable example of a full written report on an institutional Standard. Briefly peruse the three examples now. You may want to study them in more detail later as you prepare your own written report during an actual campus visit.

At the end of this Section, you will be able to:

1. Identify the acceptable format for the written report by a program specialist.

2. Identify the acceptable format for the written report by a team member who has been assigned program standards.

3. Identify the acceptable format for the Oral Report Abstract.

OUTLINE FOR THE PREPARATION OF WRITTEN REPORTS

This outline is presented to the members of the Visiting Team with the understanding that it will be followed as closely as possible. It will be further tested for efficiency and revised on the basis of experience.

Section I: Verification of the Institution Self-Study Report and its on-site implementation.

A. Visiting Committee members or consultants reviewing institutional processes: Identify which of the institutional standards you have reviewed, e.g., Form Curriculum Principals and Standards: Basic Programs #. Please submit a separate written report for each standard reviewed.

B. Your major concern in this section is to determine whether or not the Standard or program area reviewed is in compliance with the Standards. This evaluation should consider both the written Self-Study Report and its on-site implementation. Please indicate specific page numbers when you are making references to the Self-Study Report. Your general observations and comments regarding the compliance of the Self-Study Report and on-site implementation should take into account those commendations, recommendations for program improvements, errors of omission and errors of presentation that you recorded on your Program or Institutional Analysis Form. Recommendations for program improvement discussed in this section, unlike conditions discussed in Section II, are not binding upon the institution. However, your recommendations for program improvement are frequently useful to the institution in program development.

Section II: Recommendations for Program Approval

A. Full Approval

1. The institution is in full compliance with the Standards.
2. Approval is for a period not to exceed five years.

B. Provisional Approval

1. While the program does not fully meet the Standards, the deficiencies cited do not seriously jeopardize the operation of the program and they can be corrected in the time period specified by the Visiting Committee.

2. Specific instances of non-compliance with the Standards shall be noted as conditions and a time for their removal shall be indicated by the Visiting Committee.
3. Approval is not to exceed three years.

C. Non Approval

The program's failure to meet the Standards is of such a scope and/or magnitude that the operation of the program is seriously jeopardized.

Note: Please attach the "conclusion" page of your Program or Institutional Analysis Form to this report.

ORAL REPORTING SCHEDULE

BILLIKEN STATE COLLEGE CAMPUS VISIT

Pioneer Room, Medford Hall

1:00 - 1:10	Art - Samuel Harvey
1:10 - 1:20	Biology - Joseph Payne
1:20 - 1:30	Chemistry - Cal T. Lyst
1:30 - 1:40	General Science - Joseph Payne and Cal T. Lyst
1:40 - 1:50	ELEMENTARY EDUCATION - MARY CLAY
1:50 - 2:00	Early Education - Pia Jay
2:00 - 2:10	Business Education, Business Principles, and Secretarial Studies - Hoy Brown
2:10 - 2:20	Social Studies - Jack Brown
2:20 - 2:30	Health Education - Ima Healthnutt
2:30 - 2:40	Home Economics - Cookie Cutter
2:40 - 2:50	Industrial Arts - Robert Nubs
2:50 - 3:00	Journalism - Gerald Bias
3:00 - 3:20	Break
3:20 - 3:30	English/Language Arts - Home Shakespeare
3:30 - 3:40	Mathematics - Daniel Counts
3:40 - 3:50	Music - Melody Sharp
3:50 - 4:00	Physical Education - Edmund Ball
4:00 - 4:10	General Studies - Libby Artes
4:10 - 4:20	Professional Education - Minnie Modules

ORAL REPORT ABSTRACT

1. Name(s) of program specialist(s):_____

2. Program area and grade level(s) reviewed:_____

3. Recommendations for program approval: Indicate "Full", "Provisional" or "Non-Approval" for each grade level reviewed in the program area:

4. Briefly list findings that support your recommendations for program approval. If your recommendations is for Provisional Approval, list conditions and time period suggested for their removal. Also, cite findings pertinent to each condition and the section(s) of the Standards that is (are) in non-compliance.

5. Briefly summarize any commendations, recommendations or overall reactions to the program.

ORAL REPORT ABSTRACT

1. Name(s) of program specialist(s): Mary Clay

2. Program area and grade level(s) reviewed: Elementary Education, 1 thru 6

3. Recommendations for program approval: Indicate "Full", "Provisional" or "Non-Approval" for each grade level reviewed in the program area:

"Provisional"

4. Briefly list findings that support your recommendations for program approval. If your recommendations is for "Provisional Approval", list conditions and time period suggested for their removal. Also, cite findings pertinent to each condition and the section(s) of the Standards that is (are) in non-compliance.

   a. Billiken State College shall devise a plan for curriculum development for the Elementary Education program that assures broad input (9/1/78). The on-site visit revealed curriculum development virtually excluded student and public school input.

   b. Billiken State College shall provide evidence of the incorporation of the metric education program objectives (Standards, 5.0, p.45) into the Elementary Education program (9/1/78). The Self-Study and on-site interviews provided no assurance that this aspect of the specialization was included in the MSC program (Standard III, Item 3.0, p.9).

   c. Billiken State College shall develop objective criteria and procedures pertaining to admission and retention of Elementary Education students (9/1/78). The Self-Study and the on-site review point to the need for definition of admission and retention policies (Standard III, Item 2.22, p.8; Standard IV, Item 4.5, p.10).

   d. Billiken State College shall provide evidence that administrative duties and student teaching supervisory assignments are adequately weighed in faculty loads (9/1/77). Calculation of faculty load with respect to administrative and student teaching at present not clear (Standard V, Items 5.8, 5.81, and 5.82, p.11).

5. Briefly summarize any commendations, recommendations or overall reactions to the program.

   a. Evidence of faculty commitment to teacher education. Well staffed.

   b. Development of competency based training modules should enhance the program.

   c. Need to expand opportunities for faculty attendance at professional meeting.

   d. Need to solicit means which encourage more adequate response to follow-up evaluations of graduates.

Analysis of Teaching Program
NASDTEC Standards

College

CURRICULUM PRINCIPLES AND STANDARDS: Basic Programs

Date

FORM II
2-72

Respondent

3.1 Curriculum Development, Planning and Patterns.
Directions:

For each Standard listed in column 1 enter appropriate information in column 2 to indicate how and to what extent the elements of Standards I - IV (3.1) are satisfied. Please note: Additional information or supportive data may be attached to this form.

1	2
Standards (3.1)	Elements and/or Experience (as appropriate)
Standard I Responsibility for Administration	Dr. John McCoy chairs the Department. He is assisted in some of the administrative duties by the Coordinator of Elementary Education. It became quite evident, however, from the on-site review that the Chairman of the Department is the chief source of leadership in matters relating to all programs of the Department. When questioned about the curriculum development process in the Department, the Chairman asserted that informal input via contact with the schools during student teaching suffices for obtaining ideas about needed curriculum changes. While the Visiting Committee commends the institution for its informal solicitation of ideas from practioners in the field, it does not feel that regular and formal input into program is adequate. The committee finds that the Elementary Education program probably does not comply.
Standard II Process of curriculum development A B C D E F	
Standard III Continuing Curriculum Evaluation	

4. Enrollments in Specific Programs in Teacher Education

Use a twelve-month base period (September through August) for these data. List the number of students completing each type of program during the past year, and those enrolled in the current year ("teaching majors" only).

	Graduated Last Year (19 - 42)	Seniors This Year (19 - 34)	Juniors This Year (19 - 22)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.1 Agriculture					
3.5.2 Art	26	25	27	32	28
3.5.3 Business	55	57	60	45	35
3.5.4 Driver Education	10	12	15	17	13
3.5.5 Early Childhood Education	20	25	29	18	14
3.5.6 Elementary	58	75	79	89	46
3.5.7 English	20	21	26	29	32
3.5.8 Exceptional Children					
Emotionally Disturbed	15	19	20	17	25
Hearing Impaired	5	8	11	24	19
Mentally Retarded	10	12	15	19	14
Physically Handicapped	6	7	18	20	17
Visually Impaired	6	8	11	9	12
Learning Disabilities	15	18	20	15	10
Speech Correction	10	12	9	12	11
3.5.9 Foreign Languages	8	10	9	5	6
3.5.10 Health	7	11	8	10	5
3.5.11 Health & Physical Education	9	12	8	15	4
3.5.12 Home Economics	12	10	9	11	3
3.5.13 Industrial Arts	10	15	18	13	9
3.5.14 Instructional Media	5	6	9	12	11
3.5.15 School Librarian	15	10			
3.5.16 MAT-Type Programs	11	9	15	12	10

Note

Reporting errors can also include omissions of statements that need to be made in light of the Self-Study materials and/or the campus visit. These findings should be included in the written report and, if warranted, conditions and the time permitted for their removal should be cited.

SAMPLE WRITTEN REPORT

(PROGRAM SPECIALIST)

ELEMENTARY EDUCATION

SECTION I: VERIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT AND ITS ON-SITE IMPLEMENTATION

Chapter II - Organization and Administration of Teacher Education

Standard 2.1 - Purpose and Objectives

The overall objectives of the Elementary Education program can be found on pages 17-19 in the Curriculum Analysis Report--Elementary Education (CAR-EE). These purposes and objectives are in agreement with the institutional purposes and objectives as reflected on pages 3 and 4 in the current college catalog. Moreover, interviews with faculty during the on-site review indicate that all faculty members who teach classes within this specialization were involved in the process determining these objectives.

The objectives of this program are communicated to the students in written form in the Student Handbook. Several of the individual faculty members indicated that these were also reviewed with the student at the time she or he presents the goals and objecitves for a particular course or as these program objectives might relate to specific course or module objectives. Interviews with students indicated that the majority were not aware of these objectives or their relationships to individual courses. It is recommended that the process of communicating with students needs to be expanded beyond the distribution of publications. Prior to the implementation of the Standards, the objectives were not identified; therefore, the institution is to be commended for its progress in the limited amount of time to accomplish this objective.

Standard 2.2 - Organization and Administration

The Elementary Education program is administered by the Department of Education. Dr. John McCoy chairs the Department. He is assisted in some of the administrative duties by the Coordinator of Elementary Education. It became quite evident, however, from the on-site review that the Chairman of the Department is the chief source of leadership in matters relating to all programs administered by the Department. He serves on the institution's Teacher Education Advisory Council as the Department's representative. He reviews all proposed

curriculum changes before they are sent to the committee with little or no formal input from other members of the Department, students or public school teachers. When questioned about the curriculum development process in the Department, the Chairman asserted that informal input via contact with the schools during student teaching suffices for obtaining ideas about needed curriculum changes. While the Visiting Committee commends the institution for its informal solicitation of ideas from practitioners in the field, it does not feel that regular and formal input into the program is adequate. The committee thus finds that the Elementary Education program does not comply with 2.1 of Standard II, p. 8.

Standard 2.4 - Student Personnel Programs and Services

All regular faculty share in the advising of students. Although the faculty is carrying a heavy teaching and advising load, the advising system appears to be current. One deficiency in the advising system is inconsistency among faculty members in advising students. This criticism was verbalized by several Elementary Education students who had different faculty advisors and who were advised differently concerning courses in their specializations. This situation, however, will be alleviated as the impact of recent changes in the advising systems are experienced, i.e., central advising system for Freshmen and Sophomores, faculty inservice sessions on advising problems.

Career information regarding the Elementary Education specialization is shared with Freshmen during their orientation meetings. This information is also communicated in the introductory Education course, Education 202, Introduction to Teaching. The institution is to be commended for providing individual monitors in the library which contain current information on careers and the supply and demand for the various occupational fields.

The Visiting Committee has identified one problem area with reference to Standard IV. The CAR-EE provides little information on procedures and criteria for admitting and terminating students in the Elementary Education program. Interviews with faculty in the Department confirmed the ambiguity of admission and retention policies. Indeed, it was learned that the termination of a student from the program can be effected via a unilateral decision by the Department Chairman whose criteria for making such a decision may be based on highly personal notions of "professional competence." The Visiting Committee recognizes the vague admission and retention policies and procedures as a clear violation of Standard II, item 2.22 (p.8) and Standard IV, item 4.5 (p.10).

Standard 2.6 - Faculty

Faculty associated with the Elementary Education program have academic training and public school experience appropriate for their respective teaching assignments. The Visiting Committee noted an important error of omission in one of the Faculty Data Sheets contained in the CAR-EE (p.6). Dr. Frederick Byrd was shown to teach social studies methods classes and supervise student teachers without the requisite academic training and public school experience. (Standard V, items 5.3 and 5.9, p.11). Examination of Dr. Byrd's credentials revealed, however, that he, indeed, had public school experiences (Waynesboro Public Schools, Social Studies teacher and curriculum supervisor, 1955-1959) and had both undergraduate and graduate training in social studies education (undergraduate: Double major with Business Administration; Graduate: In his Master's and Doctoral program Dr. Byrd had 12 hours of courses which specifically focused on recent trends in teaching the social studies).

One problem is present, however, with the teaching load of those faculty who supervise student teachers. In the CAR-EE (p.9) it was noted that the load equivalent for supervising teacher was based upon the ratio recommended by the National Council for Teacher Education. The recommended ratio is two student teachers for one semester hour. If this ratio is used, a number of the faculty directly involved with the Elementary Education Program would be teaching overloads (Boreman, Byrd, Moore). Also, this ratio was not followed in all instances (see Dr. Frederick Byrd's Faculty Data Sheet, CAR-EE, p.6). Moreover, there is some question also about the computation of the Department Chairman's administrative assignment in his total faculty load. It is, thus, the feeling of the Visiting Committee that the institution needs to provide additional evidence that they are in compliance with Standard V, items 5.8 and 5.81, p.11.

The Visiting Committee was also concerned with the diminishing opportunities for Elementary Education faculty to attend professional meetings. This is an institution-wide situation prompted by budgetary constraints. The institution is to be commended for its plans to maximize use of professional development funds. An educator of national renown has, for example, been invited on campus for meetings with students and faculty. Other leaders in the profession will participate in campus programs in part funded by a grant from a national educational honorary. Also, a plan is under study that would permit faculty to travel to professional meetings on alternate years. While the Visiting Committee would recommend expansion of faculty development opportunities, it feels that Billiken State is endeavoring to make the most of its limited resources in this area.

Standard 2.5 - Facilities, Equipment, and Materials

The CAR-EE adequately summarizes data pertaining to facilities and library and media resources pertinent to this specialization (p.20-25). As noted in the CAR-EE, a department committee periodically reviews the need for additional equipment, space and resources. Classroom and laboratory facilities appear to be quite adequate at the present time. The library subscribes to a representative selection of periodicals in the Elementary Education field. Hard-back and media holdings in this field also are adequate although the Visiting Committee recommends that additional funds be allocated for these resources to meet expanding curriculum demands.

Standard 2.6 -

All Elementary Education majors, as in the case with all teacher education candidates, participate in a variety of clinical experiences during their sophomore, junior and senior years. These experiences are administered by the Education Department. Objectives for these activities are sufficiently defined and implemented. In-servicing of public school personnel has been limited to an annual meeting. However, recently the college, in cooperation with the region's Teacher Education Center, has planned some additional training sessions for supervising teachers.

Standard 2.3 - Admission, Retention and Evaluation

The Institutional Report (pp.80-85) includes data and instruments pertaining to the assessment of students and graduates. The Elementary Education materials refer to these data and instruments. The Department of Education also attempts to obtain additional data on its graduates via a questionnaire. The response to the questionnaire, however, rarely exceeds 40%. The Visiting Committee views this as an insufficient response and recommends that the Department develop additional means to obtain information on the graduates of their programs.

SAMPLE WRITTEN REPORT
ON AN INSTITUTIONAL STANDARD
(Standard VI: Laboratory Experiences)

1: Verification of the Institutional Self-Study Report and its on-site implementation.

Laboratory experiences at Billiken State College are described on pages 42-50 of the Institutional Self-Study Report. It might be noted at the outset that the campus visit revealed the Self-Study Report to be inadequate in its description of both strengths and weaknesses of this aspect of the teacher preparation program. The laboratory phase of the program has a number of impressive features that were evident from the on-site visit. First, prospective teachers at Billiken State are exposed to a variety of laboratory experiences in the course of their preparation. Also, the institution should be commended for getting students out into the schools early in their preparation. Clinical experiences begin as early as the spring term of the Freshman year with a twenty clock hour classroom experience as part of the requirements for the course, Education 20, Introduction to Teaching. Interviews with Billiken State students and public school personnel indicated that the initial clinical experience was left pretty much up to the classroom teacher with little guidance from the college. Therefore, the initial experience may consist only of the participant "putting in his time" as an observer in the back of the classroom. In other instances, the classroom teacher involved the participant in individual tutoring; or, in rare instances, teaching a lesson for the entire class.

During the junior year all elementary and secondary teacher candidates are required to take Educational Psychology 30, Human Growth and Development which also has a mandatory field experience of twenty hours. The clinical activities in this course are more structured to aquaint teacher education students with selected learning principles. One of the difficulties encountered in this field experience is that the course is taught by the Psychology Department with the Education Department supervising the clinical phase of the course. Although the college recognizes the problems in this arrangement and have made concerted efforts to work out the coordination of the on campus and field experiences, problems still exist in correlating the two aspects of Educational Psychology 30.

Fifty students were enrolled in the student teaching program at the time of the campus visit. As indicated in the Self-Study Report student teachers are most frequently assigned in the county in which the college is located and the adjoining counties. Billiken College is to be commended for providing student teaching experiences in central city schools of Alaska. Five students were placed in these schools at the time of the campus visit. Other impressive features of the student teaching program that became apparent during the campus

visit included the quality and frequency of the college supervisors' contacts with student teachers in the field. At the time of the campus visit, student teachers had been in their assignment about five weeks. It was reported by both student teachers and supervising teachers that the college supervisor had visited the classroom at least twice and more commonly three or four times. The frequency of visits is greatly appreciated by both student teachers and supervising teachers. Billiken State College is also to be commended for its preparation of a student teaching handbook and an accompanying audio-tape which contains helpful information for both student teachers and supervising teachers. Another noteworthy feature of the student teaching program is the weekly seminar taken during the student teaching term. The seminar provides an opportunity for student teachers to share their experiences and concerns arising from their teaching assignments. It might be added that a college supervisor travels over 100 miles one day a week to Pittsburgh to conduct the weekly seminars and to visit classrooms.

While the laboratory phase of the Billiken State College program has a number of very commendable features, there are some major deficiencies in this phase of teacher training that should be noted.

A primary deficiency from the Self-Study Report and the campus visit is the lack of identifiable and consistent objectives for the laboratory program. This omission violates 6.1 of the 1974 Standards. The absence of clearly stated objectives, additionally jeopardizes meaningful evaluation of the laboratory program and makes unclear the relationship of the clinical experiences to the total professional education sequence.

A second major program deficiency relates to 6.6 of the Standards which requires that the institution shall provide for the inservicing of public school personnel and college staff in terms of goals of the overall teacher education program and the particular objectives of the several laboratory experiences. Upon the basis of the Self-Study Report, and the interviews with school personnel and Billiken State faculty, it is concluded that the Billiken State Program does not comply with this section of the Standards. Apparently at one time the college held an annual dinner for cooperating teachers which provided a limited opportunity to communicate the goals of the Billiken State Program. This program was ultimately discontinued due to budget constraints. However, there have not been any inservice programs instituted in its place. Discussions with the college education faculty suggested that they were sensitive to a possible need but rationalized that (1) since the number of schools that were involved in their laboratory program was relatively small and (2) contacts of college supervisory personnel with public school faculty was frequent, a formal inservice program was not an urgent concern. The college's participation in the region's Teacher Education Center which conducts annual orientation meetings for

cooperating teachers was cited as an additional factor in the college's lack of incentive in providing their own inservice program. That Billiken State did not need to have a formal inservice program was a view not necessarily shared by public school personnel who, on the basis of several interviews, seemed to lack an understanding of some of the procedures and goals of the various clinical programs. It might be added that Billiken State College apparently has made some efforts to remedy this situation. One Billiken State faculty member noted that public school officials had been approached concerning the possibility of Billiken State participating in the public school inservice programs for the purpose of sharing the goals of the college program. School officials seemed receptive to the idea.

It was also learned during the on-campus visit that faculty who teach the special methods courses for secondary education majors, rarely follow up their students in the field. This is not too surprising in view of the fact that the College does not allocate funds or load credit for special methods personnel to observe student teachers. Cooperating teachers frequently criticized this aspect of the clinical program. It is the recommendation of the Visiting Committee that the College make diligent efforts to involve the special methods persons in the clinical program, if not in school visits, at least in the weekly on-campus student teaching seminars.

Finally, as has been noted above, there are some problems in coordinating the on-campus and field experiences included in the junior level Educational Psychology course. The identification of objectives for the laboratory program and this particular phase of it should reduce some of these difficulties. However, it is further suggested that greater collaboration in the planning and implementation of both aspects of the course is essential.

II: Recommendations for Program Approval

The recommendations is for provisional approval with respect to Standard VII: Laboratory Experiences until September 1, 1977, with a progress report by September 1, 1976, with respect to the following conditions.

1. Specific objectives for the laboratory program must be delineated and procedures for their evaluation described. Also, the objectives of the laboratory program must be related to the total Professional Education sequence. The Self-Study Report and the on-site review revealed that objectives for the laboratory program were virtually non-existent 2.7.3.

2. Billiken State College should develop a plan for the in-servicing of public school personnel regarding the goals of the colleges professional education program and its clinical experiences. At present, the college does not have a formal in-service program for public school personnel 2.7.6.

PLEASE ATTACH THE FIRST PAGE OF YOUR PROGRAM ANALYSIS CHECKLIST TO THIS REPORT.

DECISIONS ON PROGRAM APPROVAL

After your oral report to the Visiting Committee and the submitting of your full written report and the appropriate expense forms, your work as a program specialist is completed. The Visiting Committee is grateful for your dilligent efforts in this assignment. However, the Committee's work continues as many decisions--at times, difficult ones--have yet to be made. This section describes the remaining activities of the campus visit schedule and the follow-up of the campus visit report.

At the end of this section of the training program, you will be able to:

1. Identify the purposes of the Wednesday morning decision-making session and the exit interview.

2. Describe the follow-up procedures for the recommendations of the Visiting Committee.

DECISION MAKING
AND
FINAL REPORTING PROCEDURES

On Tuesday evening the Visiting Committee reads the fall written reports compiled by members of the Visiting Team. Wednesday morning they decide on program approval for each institutional standards, general studies, professional education and each teacher education specialization. Again, the program approval options are: full, provisional, or nonapproval.

The Visiting Committee may accept all, portions or none of the recommendations of the Program Specialists and consultants.

The recommendations of the Visiting Committee are shared with institutional officials at the exit interview on Wednesday afternoon. They are then compiled in a report that is submitted to the State Board of Education.

The staff of the Department of Education is responsible for whatever follow-up is required by the campus visit. However, recommendation for removal of conditions must be reviewed by the State Board of Education.

This completes the simulation. We would appreciate you taking a few minutes to complete the following workshop evaluation questionnaire. Your candid evaluation of the workshop will help us as we prepare for subsequent training sessions.

Before you leave the workshop, you may want to take a few minutes to examine some documents at the front of the room that were associated with a recent campus visit.

SECTION II: RECOMMENDATION FOR PROGRAM APPROVAL

The Visiting Committee recommends that the Elementary Education program be provisionally approved for the time period indicated for each condition listed below:

1. Billiken State develop and implement a plan for curriculum development for the Elementary Education specialization which assures systematic and broad input from those who have a major concern with the specialization. A report of this plan and evidence of its implementation is to be submitted to the Division of Professional Development Systems no later than September 1, 1978.

   The on-site visit revealed that curriculum development in the Department of Education did not provide for broad input. (Standard II, item 2.1, p.8).

2. Billiken State provide for the incorporation of the program objective relating to metric education (Standards, program objective 5.0, p.45) in the Elementary Education curricula and provide evidence of this addition to the Division of Professional Development Systems no later than September 1, 1978).

   The Visiting Team could not find evidence in the Self-Study or during the on-site review that metric education program objectives were being met in the Elementary Education program (Standard III, item 3.0, p.9).

3. Billiken State develop objective criteria and procedures for the admission and retention of student in the Elementary Education program and submit evidence of the same no later than September 1, 1978.

   The CAR-EE and the on-site review revealed that admission and retention criteria and procedures were not defined. (Standard II, item 2.2.2, p.8; Standard IV, item 4.5, p.10).

4. Billiken State provide evidence that administrative duties and student teaching supervision assignments are adequately weighed in the computation of faculty loads of persons involved in the Elementary Education program and that such loads do not exceed the average for the staff of the total college. A document which provides the aforementioned evidence shall be submitted to the Division of Professional Development Systems no later than September 1, 1977.

   The CAR-EE was inconsistent in its reporting of load equivalents for those having student teaching assignments. Also, there was no evidence that the Chairman's administrative duties were considered in the computation of his load (Standard V, items 5.8, 5.81, and 5.82, p.11).